
**MICROTEACHING TO TRAINING OF TEACHING ABILITY FOR
TEACHER CANDIDATE; A STUDY OF HISTORICAL TO STRAIGHTEN
FOR THE IDEAL CONCEPT OF EDUCATION AND
TEACHER-TRAINING OF ART TEACHER**

Yos Sudarman

Fakultas Bahasa dan Seni Universitas Negeri Padang
West Sumatra, Indonesia
sudarmanmisterjejet@gmail.com

Abstract

This paper wants to explain again how the actual implementation on training of teaching for teacher candidate through microteaching activities in *LPTK (Lembaga Pendidikan Tenaga Kependidikan)*. For all these purposes, one of the ways that could be followed in order to find the actual concept of microteaching, is to tracing back the history of the development of microteaching itself, especially since it was first discovered by analyst the field of applied science in US to continue to be used in education and learning-instructional today. From the search results, it is expected that readers, especially from lecturers and teachers became understand, that the microteaching applied in *LPTK*, including *Art-LPTK*, at present there are still retains the conventional microteaching model, and partially update it. What updates forms microteaching model that developed in the most of *LPTK*'s today, has significant contributed towards for improving the quality of teacher candidates? Or, whether the use of conventional microteaching model that is actually still maintain quality characteristics for training of teaching for teacher candidate in *LPTK*? Based on an assumption, that conventional microteaching model is still based on the concept of behaviorist, may be the microteaching which is still relevant to current developments on creating teacher candidate who are professionals in their diciplines.

Keyword: Microteaching; Historical of Microteaching; Training of Teaching Ability

A. INTRODUCTION

It has been almost five decades or half a century, microteaching applied by lecturers and instructors in university of educational science, as the culmination of a series of courses teacher training by required the field of in stages. No exception, at the State University of Padang, West Sumatra, which was once the called of *LPTK* namely of *IKIP Padang*, have established microteaching as a compulsory subject teacher-training conducted by each department, especially in the department that manages educational of program, which includes the Department of *Pendidikan Seni Drama, Tari dan Musik (Sendratasik)*.

Observing the development of how the real form of management of microteaching courses in *LPTK*, which some progran of university have disguised, so synonymous with "micro-instruction", then there has been no significant of change in terms of the management courses. However, although the courses concept to contained may not be changed, ideally the implementation of microteaching for empowering to student of the art-teachers (Arts and Culture) on getting teaching experience has begun to be adapted to the design of learning more relevant to the times, without leaving the basic concept.

B. DEFINITION OF MICROTEACHING

Microteaching from an association of two words, namely "*micro*" means "*little*", which can also connote "*limited*" or "*simplified*". While the word "teaching" means "to teach". So, *microteaching* means teaching a small scale, or a limited, and simplified.

As things are diminished, restricted or simplified it, can be many aspects, may include some or all the elements or components of instruction, such as the number of students, timing, instructional materials and including to limiting the application of specific teaching skills. With microteaching, would be be also monitored and identified about the various advantages and the weakness of of practitioner (teacher

candidate who are teaching practice of training) with precise and accurate. So that in later phases, all the advantage in teaching training can be sustained, and all deficiency can be repaired.

By restricting and simplifying the learning activities in practice, mean microteaching is a model of education and teaching-training to conditioned and controlled, like as a teaching with based teaching-laboratory. Called as a teaching-laboratory, because the class lectures in microteaching rather isolated from the lectures of usual, because all the elements and teaching components in the classroom is considered to resemble on circumstances of the actual class. So, according Francis (1997), that microteaching, various elements and components of the teaching-learning process should be applied in teaching practice. But because constraints of time, also the power maybe, and cost, some elements and components that are applied gradually to training by practitioner, as directed by the lecturer who acts as supervisor of teaching.

As for the author mean by learning element here is teachers, students, and the learning environment in the classroom is modified.. While the definition of learning components include: (1) formulation of learning objectives; (2) development of the subject matter; (3) use a variety of methods; (4) media selection; and (5) implementation to assessment. Further included in the teaching skills that can be trained for microteaching, also includes eight kinds of basic skills teaching. According Usman (1997), eight kinds of teaching skills that are: (1) questioning skills; (2) providing reinforcement skills; (3) variety holding skills; (4) explaining skills; (5) opening and closing skills of learning; (6) classroom management skills; (7) discussion management skills; and (8) skills in using of media.

Based the above definition, it understood that the microteaching that can be called as *the real teaching-modification in instructional of teaching class-laboratory*. Although many factors are simplified as the elements, components, and teaching skills, it's good to be manipulated microteaching situation is more similar to real teaching to give the actually teaching experience.

B. MICROTEACHING HISTORICAL BACKGROUND

1. Microteaching in the Field of Architects and Engineering

Microteaching was first was initiated by researchers and analysts of applied science in engineering at the leading universities in the US in the early 1960-s. Microteaching to be recent developments at that times, because it the concept is easily accepted, and can symbiosis with psychology theory of *behavioral psychology* or theory of behavior were found by B.F. Skinner. Theory of behavior is called *Operant Conditioning* theory, where at the moment the emergence of the idea of microteaching in the 1960s, This theory booming discussion on education and learning in schools and colleges at the US.

Inspired by rapid to growth-rate of industrialization at Germany, in a short time be able to back-up the availability of soldiers and military facilities in World War-II, The Sam-Uncle government feel confident if microteaching could provide a breakthrough in accelerating the development of the country to realize the dream of superpower, particularly in architecture fields, engineering, and weapons. Could be, microteaching in the field of applied science supposedly to development US so far, because of the acceleration of development in these three areas.

Departing from historical background can be seen that origin of microteaching in US is not the initiative of the experts and educationan and learning analysts, but rather the result of innovative thinking education and training experts in the field of industrial and military. Innovative thoughts was in fact directly related to the US government's political, including the economical and defense. With attention to this paradigm, then Kelly's assumption (2004) who said that the planning, changes, and shifts curriculum to influenced political factor, even political structures included in the educational situation, is clear indisputable.



Dr. Allen

2. Allen's Model of Microteaching (Stanford University)

Tryouts the microteaching concept in engineering field was first performed in 1961 by *Dr. Dwight W. Allen* at Stanford University (Allen, 1992). Until recently, *Dr. Allen* regarded as the microteaching inventors. Since first was initiated by him, starting it also continues to expand the concept of microteaching, especially in the same decade, US fought a war together with South-Vietnam, alliance against communist ideology North-Vietnam, Soviet and Tiongkok in the Vietnam's War from 1957 to 1975.

Furthermore, according Cosby (2000), microteaching developed by Dr. Allen at Stanford University named by *Stanford Approach*. A year later (1962), it based approach similar also appeared in Berkeley (University of California), more commonly known as *The Microteaching – Applied Science Model*. The microteaching model of *Stanford* approach as well as *Applied Science Model* finally implemented in real situations, particularly in the training of architects, workers in the steel factory and automotive, and including also used in a physical exercise program and operation of weapons by US's soldiers before the battle on the battlefield.

3. Using of Microteaching in Education and Learning



B.F. Skinner

The process of dissemination of microteaching is so extended and successfully applied in the industrial fields and defense, has been fishing the interest of educators, education experts and psychologists in the US and Europe for a role playing into order to implement microteaching in the education and learning field.

Still pioneered by Dr. Allen dan *Burrhusm Frederic Skinner* (behavioral psychologists) who discovered the *Operant Conditioning* theory, they try to complete the microteaching to be more humane, to train teacher candidate with a background in any field to minimize the psychological pressures that may be felt by the practitioner (teacher candidate who are training to teach). With the psychological considerations intended, the expected application of microteaching in the learning field becomes rigidly, as this fact as allegedly has happened in microteaching in the field of technical education. With attention to the psychological aspects of the practitioner, microteaching is expected able to produce teachers skilled to teach and capable of leading the learning in the classroom wisely and prudently, for all intents and sincerity to become a professional teacher.

In practical, microteaching is not a design or model of learning that independent, because in the process of training will involve learning environments that are controlled by third partner, that is lecturers or experienced teacher who act as supervisor or instructor. Experienced third party can provide stimulus in the form of input, refutation, suggestions, as well as criticism appropriately and carefully that teacher candidate can action like a skilled teacher to teach in the class. Surely attendance supervisor in microteaching classroom training is considered important and strategic, karena dialah yang menentukan bagaimana rangsangan lingkungan kelas bisa dikendalikan, including giving feedback to the teacher-candidates to influence to his behavior.

“How stimulation behavior was given by the supervisor/instructor?” This is where the role of the vision B.F. Skinner views can be applied by supervisors in microteaching. Is based on the theory (in Morgan, 1986: 149), Skinner explained that “*Every living-thing must always be in contact with the environment. In the process, living beings receive stimulation or certain stimulants that make it act something. Stimulation was called stimulant evocative. Certain stimulants cause humans perform certain actions with certain consequences.*” Based on this theory, the task of microteaching supervisor is providing stimulation and stimulants to teachers candidate who are trained to teach, so that with the stimulation and stimulants, teachers candidate will be moved (mindfull) and is able to take action in accordance with the consequences of such action.

B. APPLICATION OF THE MICRO TEACHING ON TEACHERS' TRAINING SCHOOLS AND IKIP IN INDONESIA

1. Planning of Microteaching in SPG and IKIP

Referring to the opinion of Perrot (1977), the real teacher-training of education in Indonesia does not directly adopt of microteaching model that has been applied in the US since 1961. Microteaching in teacher-training of education in Indonesia is ratified microteaching model that has been enhanced in several universities in Europe, in particular from the early 1970s.

Consistent with the policy of the teacher-training of university in Europe, especially in Britain (UK), which puts microteaching as a training program to teach that it is important to prepare teacher candidate to be teach skilled in the class, the teaching model of microteaching developed in the UK is what finally made the design of microteaching model in the teacher training of program for teacher candidates in Indonesia, especially from 1964 to 1968. As in the range of 1964-1968 that, education in Indonesia is also experiencing probation to apply centralized educational curriculum, with the implementation of the Curriculum of 1964 and 1968.

According Rohani (1995: 216), sesungguhnya Indonesia sudah lama hendak melaksanakan ide pengajaran mikro untuk diterapkan di perguruan tinggi dan sekolah keguruan setingkat IKIP dan SPG (Sekolah Pendidikan Guru).

In actually Indonesia has long going to implementation microteaching ideas to be applied in in teacher training colleges and SPG (*Sekolah Pendidikan Guru*). Since the recommendation at a meeting sponsored by UNESCO in The Asian Institut for Educator di Univeristas Philipina at Juli 1962, Indonesian delegation has agreed the idea of the proposal "*The Second Sub-Regional Workshop on Teacher Education*", and will implement microteaching extensively in *Sekolah Pendidikan Guru* and *LPTK*. But unfortunately, the plan was eventually delayed due to the political turbulence in 1965, which led to of various plans of educational activities in schools and colleges universities undone temporarily. But still feel not want to miss with neighboring states, in 1971, microteaching model really began to develop Indonesia, especially in the SPG and *LPTK* from the beginning. Because in some Asian countries such as Malaysia and the Philippines, the use of microteaching model has become a separate trend-itself in education and training of teachers for primary education, secondary and equal it, by adopting the microteaching pattern that developed in Europe and the UK.

2. Conventional Microteaching In Indonesia's Teacher Education in Early Development

Follow-up of the implementation of microteaching really well socialized and used as a prerequisite in training of teaching for teacher candidate in Indonesia, is since the implementation of the national curriculum of education in 1975, which essentially set the technical implementation of education begin to from basic to higher education. Throught curriculum of 1975, also known as *PPSI (Program Pengembangan Sistem Instruksional)*, teacher-trainging of education is also a case that received attention in the curriculum. with the Curriculum '75 characteristics located on learning objective, so it is not incorrect if the curriculum is known as *kurikulum curriculum of the goal oriented learning*, stated that the aim of teacher education in the curriculum of SPG is bring forth teachers are ready to teach in primary schools. As for creating a middle and high school teachers through course, fully autonomy existing curriculum in college *LPTK* as IKIP. Giving in the 1970s, education in Indonesia is experiencing a crisis of educators, the role of microteaching in educational institutions that educate teacher candidate are considered increasingly important and strategic.

Microteaching model applied in the US and Europe more familiar with conventional of microteaching model, because in practice it still adheres to the concept of behaviorism, as this concept involved the discovery paves the way these microteaching model. Although conventional microteaching practice is also used in training of teaching for teacher candidate di Indonesia so far, but in terms of quality resource teacher candidates are allowed to receive education and training in 70s, actually there is a significant difference. As in the UK for example., there is no graduate level secondary education (such as SPG in Indonesia), which is allowed to directly become teachers, unless all teachers who will teach in schools must necessarily college graduates, ranging from diploma to bachelor's qualifications. However, because the core problem lies in the fulfillment of teachers on a massive scale to meet the needs of

educators in *The REPELITA (Rencana Pembagunan Lima Tahun) ke-II*, the government's strategy in 1974/1975 to product "guru SD Impres" is the time was considered reasonable and urgently. But if the paradigm dilemma that compared with current conditions, in which the teachers who teach in schools are properly qualified teachers, appointment program to *guru SD Impres* that is "booming" and the quantity-oriented in the past, actually is no longer relevant to current conditions.

C. PROBLEM

1. The Conventional Microteaching in Art Education Diploma's Teacher and Bachelor's level

By taking the scope of the problem in art education of teacher at the college level, especially in the majors and courses *LPTK* manage diploma and undergraduate education, then the microteaching is "culminating subject and the introductory" for teacher candidate's student who want to implement *PL (Praktek Lapangan)* to be ready to teach in the school before the end of the study period. Taking the samples on Microteaching course at the Department of *Sendratasik (Seni Drama Tari dan Musik)* since the time of Diploma-1 *IKIP Padang* (bulding on 1979) until today has evolved into the Department of *Sendratasik FBS UNP S-1* level, there is actually no change which is so significant in microteaching practice on the campus.

Attention to how to lecturers method of teaching from year of the year, which acts as a supervisor at the college of dance/music microteaching, where the classes are constructed, there are students who are appointed in rotation every week to be a teacher practioneer microteaching, then most of the other students are positioned as "student-peers", including some students next is the listener (audience) and also can act as responders (any respondent), the pattern of microteaching as ala-*Sendratasik FBS UNP* is still conventional models. Because that's the microteaching practices that have been initiated since the days of *SPG* in the middle-1970s or the diploma in *IKIP Padang* at the 1980s. One more, with the deployment of peers as student modeling (not a real student), microteaching models like these can also be referred to as peer microteaching or abbreviated peer-teaching.

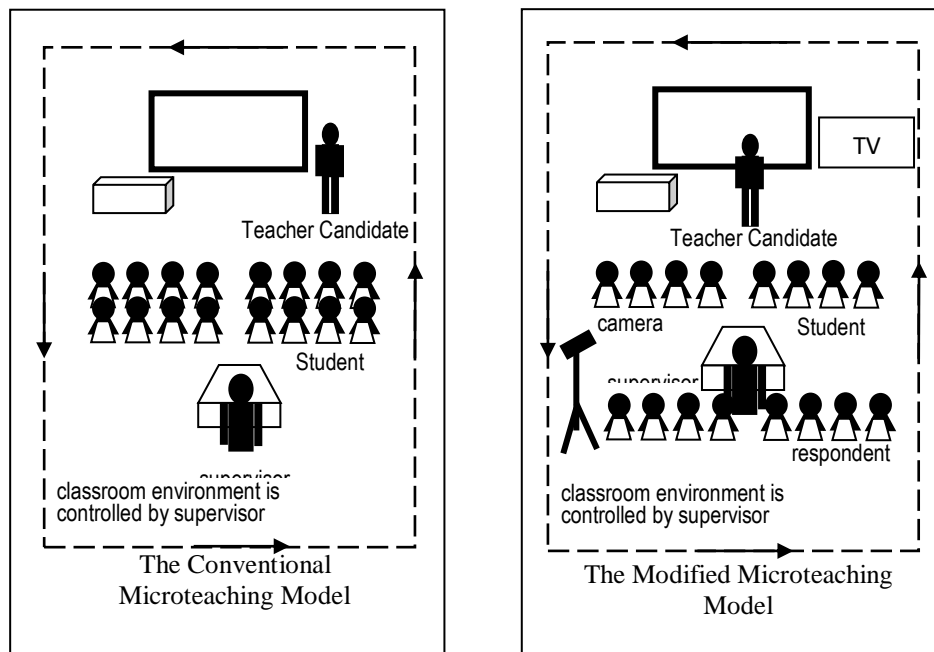
From the above explanation, an interesting problem that the author expressed, lies not in whether conventional microteaching that have been implemented as a pattern in Department of *Sendratasik*. The problem lies precisely in the; "Why is the concept of microteaching conventional of *Sendratasik* not developed into microteaching that better suited to needs of today?" Before we explore this matter to downstream, then as a teacher set in the *S-1/S-2*, writers need to underline, that the real was "*Not as easy as turning the palm of the hand to answer this question.*"

2. The Conventional vs Modified Microteaching

Are department or study program in the field of art education *LPTK* implementing to microteaching conventional or not ?, The authors consider it only an option. It is said that, because of the choices that have been developed microteaching today, all are definitely has its advantages and disadvantages.

For microteaching model is not based on the concepts of behaviorism, not always the authors call a micro updated learning. Because micro updated teaching is not necessarily bring updates for better quality. Suppose in microteaching now, many *LPTK* have added the use of media technology to record video along practioneer teacher candidate conduct training microteaching, so that the role of monitoring and supervision supervisors to undergo repairs directly to practioneer to be reduced, it is still the essence of teaching quality micro can not be transferred to the addition the video recording media.

So really at the heart of the problems in the training of teaching for teacher candidates on microteaching is peformance practioneer in performing teaching using a variety of teaching skills (teaching-skills) who can respond or stimulated directly by lecturers and their peers. In other words, successful or unsuccessful is not dependent on the microteaching learning aids, but rather on the quality of the learning activity undertaken practioneer, built from quality interactions practioneer as presenters and supervisors to monitor and control.



Comparison between The Conventional Microteaching Model and
The Modified Microteaching Model

Associated with the use of teaching media-aids, one more thing to remember is that if supervisors misplaced use of media in microteaching, then the media was actually became inhibiting or lowering the quality of microteaching itself, as stated Djamarah (2002: 137) that "*Peranan media tidak akan terlihat bila penggunaannya tidak sejalan dengan isi dari tujuan pengajaran yang telah dirumuskan. Karena itu, tujuan pengajaran harus dijadikan sebagai pangkal acuan untuk menggunakan media. Manakala diabaikan, maka media bukan lagi sebagai alat bantu pengajaran, tetapi sebagai penghambat dalam pencapaian tujuan secara efektif dan efisien. Akhirnya, dapat dipahami bahwa media adalah alat bantu apa saja yang dapat dijadikan sebagai penyalur pesan guna mencapai tujuan pengajaran.*" Therefore, to models of microteaching which does not directly make improvements behavior by supervisors to practioneer when train themselves to teach in front class, then be grouped into microteaching non-conventional or microteaching modified. Based on the experience of practioneer monitoring peformance art education student in microteaching music adjusted view of Allen (1992), the authors find there are 24 levels of performance that can be presented by a practioneer in microteaching on gradually, namely:

- a. *Peformance level-1*, where practioneer more imitating, duplicating and repeating
- b. *Peformance level-2*, where level-1 competency to added with *recognizing, identifying, remembering/recalling, and classifying*.
- c. *Peformance level-3*, where level-1 and 2 practioneer of competency to added with *comparing, relating, reformulating, and illustrating*.
4. *Peformance level-4*,
5. where level-1, 2, and 3 practioneer of competency to added with *explaining, justifying, predicting, estimating, interpreting, making critical and making conclusion*.
6. *Peformance level-5*, where level-1, 2, 3, and 4 practioneer of competency to added with *creating, discovering, reorganizing, formulating hypothesis, formulating of problem, and formulating to crashing of problems*.

				24. crashing of problems
				23. formulating of problem
				22. formulating hypothesis
				21. reorganizing
				20. discovering
				19. creating
			18. making conclution	18. making conclution
			17. making critical	17. making critical
			16. interpreting	16. interpreting
			15. estimating	15. estimating
			14. predicting	14. predicting
			13. justifying	13. justifying
			12. explaining	12. explaining
		11. illustrating	11. illustrating	11. illustrating
		10. formulating	10. formulating	10. formulating
		9. relating	9. relating	9. relating
		8. comparing	8. comparing	8. comparing
	7. classifying	7. classifying	7. classifying	7. classifying
	6. recalling	6. recalling	6. recalling	6. recalling
	5. identifying	5. identifying	5. identifying	5. identifying
	4. recognizing	4. recognizing	4. recognizing	4. recognizing
3. repeating	3. repeating	3. repeating	3. repeating	3. repeating
2. duplicating	2. duplicating	2. duplicating	2. duplicating	2. duplicating
1. imitating	1. imitating	1. imitating	1. imitating	1. imitating
Level-1	Level-2	Level-3	Level-4	Level-5

Peformance Level in Microteaching Skill

Furthermore, when from the implementation of time, Stoddart (1981: 13) suggests some microteaching form , namely:

- a. *Preservice Training in Microteaching*, namely microteaching is performed when teachers student to currently implementing microteaching lectures, in which the graduation of students in this course is part of the prerequisites to completed the study and could be given the authority to carry out the task of teaching in schools. More specifically, Allen (1992) explains the purpose of preservice Training in Microteaching namely:
 - (1) Provide real learning experience and practice some basic skills of teaching separately.
 - (2) Teacher Candidate can develop their teaching skills before they plunge into the actual class.
 - (3) Provides the possibility for teacher candidate to get an assortment of basic skills of teaching and understanding when and how those skills are applied.

- b. *In-service Training in Microteaching*. namely microteaching intended for teachers who implementing to tasks/permission to learn the position. In other words, this kind of microteaching is for teachers who are already teaching in the school, but previously they have not received education and training to taught in particular skills through microteaching activities. More specifically, Allen (1992) explains the purpose of In-service Training in Microteaching namely:
 - (1) Provide refreshment in the education program
 - (2) Teachers get a learning experience that is individualized for the development of the profession.
 - (3) To development an open attitude to the teachers to the renewal that took place in pranatan education.

- c. Namely microteaching which may be implemented is not limited to any educational subject. That is, teaching activities can also be held in the lecture evaluation of learning, teaching and learning strategies, and so on. Such types of microteaching can also be applied continuously during *Program Profesi Guru (PPG)* for graduates of undergraduate education or *PLPG (Pendidikan dan Latihan Profesi Guru)* for teachers in the task office.

3. Still, " Microteaching ", instead of "Micro-instruction"

With the passing of various concepts and theories learned recently, especially since declared a " learning of revolution " pioneered by *Quantum Learning Theory* in the beginning of the 21st century, then since it is increasingly felt the gap in terms of teaching-learning in Indonesia, that the use of the word "teaching" marginalized by the word "instruction". The author argues that the gap in terms of the use of the word "similar but different" this is just a false uforia of the most cutting-edge education expert (mutation end) of the present, which supposedly felt the need to distinguish themselves with education experts of the past.

Attention to symptoms maze use of teaching and learning the word of this, the authors prefer to be pragmatic. Let's look back, that if a paradigm shift in both meanings of the word merely wants to put pressure on the center of learning, from teacher to student, from student to student, and would like to organize a reciprocal relationship more interactive between teachers and students in learning activities class, ideally use of the word teaching and learning remains the same sense of equality, since the use of these two words have the context of each different.

If the teacher is the context of the problem, it will keep the right to use the word teaching, because teaching was no other is the teacher. With the use of the word instruction, it must be recognized that the positioning of teacher at the learning center. Although by some experts, such as the learning condition is considered to be undemocratic and curb freedoms, but the fact remains many successful learning activities are motivated by the intervention of the dominant teacher. Conversely, with too giving freedom in learning to students is even more unfavorable. In other words, it is not always the center of learning in students will make students want to learn independently. Sometimes understanding the meaning of learning of each student is influenced by the culture of learning that they profess, obtained from the learning experience they've ever experienced before. If the perception of learning environment they are in a learning culture that must be regulated by the teacher, then the implementation of self-learning will never be effective as long as they still need the assistance of teachers.

However, if the learning-teaching interaction Performance in question, in which the teaching and learning interactions that take precedence, then be right anyway if the operational word being used is instruction. But the fact is the case today, actually the teachers at the school as well as experts and lecturers in colleges, as if using the word learning with the haphazard and does not fit the context. On the other hand, the use of the word teaching lahirnya grow dimmer as the assumption that the said teaching is outdated and outmoded.

D. CONCLUSION

Based on the theoretical study of historical background, it is known that microteaching is a way of education and training method that has not been replaced, in particular in order to prepare teacher candidate to be skilled, implementing learning in school. Search returned microteaching concept is very important for any analysts and practitioners, including professors and teachers, the opportunity to become supermisor to train teacher candidate on microteaching activities, especially in *LPTK* .

However, because of the perspective and the need for learning in every department, and science courses at different *LPTK*, sometimes microteaching which developed into different. There are still maintaining the conventional micro-based teaching the concept of behaviorism (behavioral theory that stimulated), and others have developed the microteaching models the use of technology, especially the technology of video recording media-aids.

But whatever the microteaching model developed, as well as experience implementing microteaching in the Department of *Sendratasik FBS UNP*, then implementation one of the microteacing models determined more by the availability of time and means, so that the microteaching which can be

implemented efficiently and effectively. Back to the initial understanding, that the microteaching is a form of education and training taught to teacher candidate who are restricted and simplified, it is not all the elements, components, and teaching skills can be displayed in a microteaching activities. However, restrictions on all aspects of teaching it should also not reduce the quality of teaching to be a prerequisite the microteaching for study completion undergraduate education with all forms of teaching competencies that can be trained.

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